

Name:

Score: /15=

Aim: How can we use documents to write an essay about British imperialism?

Learning Objectives Students will be able to

-read and analyze documents

-connect primary documents to prior knowledge about the imperialism

Start up activity: 1. Read the historical context and task so you know the purpose for reading

2. Activate your prior knowledge about the essay topic.

3. See if you can address the task in one sentence

HW 41: Use the documents to complete the graphic organizer. Make sure the organizer discusses the causes of British imperialism, the positive effects AND the negative effects

HW42: Complete a 5 paragraph d.b. essay

HW 43: Complete the vocabulary assignment

Historical Context:

During the 1800s, Great Britain's empire expanded to include India, other parts of Asia, and parts of Africa. Great Britain's colonial rule had both positive and negative effects on the colonial empire.

Task: Using information from the documents and your knowledge of global history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to:

- Discuss the political, social, *and/or* economic causes of British imperialism
- Discuss the positive effects *and* the negative effects of British colonial rule

Steps for reading each document:

1. Scan the document and make a prediction about what the document will be about
2. Read the document and make a connection with some you have learned about in class
4. Restate the main idea in your own words
5. Answer the questions after the document.

Part A

Short-Answer Questions

Document 1: Prediction-

. . . The Malay States are not British Territory, and our connection with them is due to the simple fact that 70 years ago [1757] the British Government was invited, pushed, and persuaded into helping the Rulers of certain States to introduce order into their disorderly, penniless, and distracted households [departments of government], by sending trained British Civil Servants to advise the Rulers in the art of administration and to organize a system of government which would secure justice, freedom, safety for all, with the benefits of what is known as Civilization; and, of course, to provide an annual revenue sufficient to meet all the charges of a government which had to introduce railways, roads, hospitals, water supplies, and all the other requirements of modern life. Of nine States south of Siam, four asked for or accepted this help; four others, threatened by Siam, came later under direct British influence; while Johore, nearest neighbour to Singapore had, ever since the occupation of that island by Sir Stamford Raffles in 1819, depended for its development on the wealth and enterprise of Singapore Chinese. . . . Source: Sir Frank Swettenham, *British Malaya: An Account of the Origin and Progress of British Influence in Malaya*, George Allen and Unwin Ltd., 1906

Connection with the document:

Restate the main idea:

1 Based on this document, state *two* reasons that help from Britain was needed in the Malay States.

(1) _____

Score

(2) _____

Score

Document 2 Prediction

When the missionaries came to Africa they had the Bible and we had the land. They said ‘Let us pray’. We closed our eyes. When we opened them, we had the Bible and they had the land.— Bishop Desmond Tutu, 1984
Source: *South Africa Sunday Times*, November 26, 2000

Connection with the document:

Restate the main idea:

2 Based on this document, state *one* effect of British colonial rule on Africa.

Score

Document 3 Prediction-

. . . First and foremost among the active imperialist groups come certain business interests. Not the whole so-called “capitalist class,” as many an earnest Socialist would have us believe, but only a minority of business interests are directly interested in imperialism. They are easily identified. To begin with, there are the exporters and manufacturers of certain goods used in colonies. The following figures of English exports to India tell the story.

English Exports to India (Average 1920–1922)

Cotton goods and yarn	£53,577,000
Iron and steel, tools, machinery, and locomotives	37,423,000
Wagons, trucks, and automobiles	4,274,000
Paper	1,858,000
Brass goods.	1,813,000
Woolens	1,600,000
Tobacco	1,023,000

No other item over £1,000,000. . . .

Source: Parker T. Moon, *Imperialism and World Politics*, Macmillan Co., 1926

Connection with the document:

Restate the main idea:

Document 3b Prediction

. . . Of late years this group of import interests [British merchants] has been enormously strengthened by the demand of giant industries for colonial raw materials—rubber, petroleum, iron and coal, cotton, cocoa. The oil trusts of England and the United States have enlisted the aid of naval and diplomatic officials in their world-wide rivalry. The cotton industry of Germany hoped to obtain from Asiatic Turkey, under German imperialist control, raw cotton for German spindles; the cotton interests of England have been striving for a generation to develop plantations in British colonies; their French and Italian rivals have been hardly less interested in colonial potentialities. The European cotton industry, it may be remarked, as an export business and as an import business, is doubly imperialist. . . . Source: Parker T. Moon, *Imperialism and World Politics*, Macmillan Co., 1926

3 According to these documents, what were *two* reasons for imperialism?

(1) _____

Score

(2) _____

Score

Document 4:

Source: Andrea and Overfield, *The Human Record*, Houghton Mifflin, 2001

Connection with the document

4a What does this advertisement show about British interests in Ceylon? [2]

Score

Document 4b



Source: <http://www.boondocksnet.com> (adapted)

Connection with the document:

Restate the main idea:

4b What does this cartoon show about British interest in Africa?

Score

Document 5 Prediction-

Transforming the Face of India

. . . Failure to answer, nay, refusal to tackle that question has rendered wholly academic the discussion of abandonment. Even were it otherwise we could still look back proudly. British brains, British enterprise, and British capital have, in a material sense, transformed the face of India. Means of communication have been developed: innumerable bridges, over 40,000 miles of railway, 70,000 miles of metalled roads, testify to the skill and industry of British engineers. Irrigation works on a stupendous [huge] scale have brought 30,000,000 acres under cultivation, and thus greatly added to the agricultural wealth of a country which still lives mainly by agriculture. But, on the other hand, the process of industrialization has already begun. The mills of Bombay have become dangerous competitors to Lancashire, and the Indian jute [rope] industry is threatening the prosperity of Dundee. Thanks to improved sanitation (much resented by the more ignorant beneficiaries), to a higher standard of living, to irrigation, to canalization, to the development of transport, and to carefully thought-out schemes for relief work, famines, which by their regular recurrence formerly presented a perennial [continuing] problem to humane administrators, have now virtually disappeared. To have conquered the menace of famine in the face of greater longevity, of diminished death-rate, and the suppression of war, is a remarkable achievement for which India is wholly indebted to British administration. . . .

Source: Sir John A. R. Marriott, *The English in India*, Oxford University Press, 1932

Connection with the document:

Restate the main idea:

5 According to this document, what were *two* ways that India changed under British rule?

(1) _____

Score

(2) _____

Score

Document 6 Prediction

. . . The condition of Africa when Europe entered the continent, which Isaiah so graphically describes as “the land shadowing with wings, which is beyond the rivers of Ethiopia . . . a people scattered and peeled,” was deplorable. On the East Coast, Arabs and half-castes were engaged in a lucrative trade in slaves for export to Arabia and to Turkish possessions. In the west, powerful armies of Moslem States depopulated large districts in their raids for slaves. Europe had failed to realise that throughout the length and breadth of Africa inter-tribal war was an ever present condition of native life, and that extermination and slavery were practised by African tribes upon each other.

It was the task of civilisation to put an end to slavery, to establish Courts of Law, to inculcate in [teach] the natives a sense of individual responsibility, of liberty, and of justice, and to teach their rulers how to apply these principles; above all, to see to it that the system of education should be such as to produce happiness and progress. I am confident that the verdict of history will award high praise to the efforts and achievements of Great Britain in the discharge of these great responsibilities. For, in my belief, under no other rule—be it of his own uncontrolled potentates [rulers] or of aliens [foreigners]—does the African enjoy such a measure of freedom and of impartial justice, or a more sympathetic treatment, and for that reason I am a profound believer in the British Empire and its mission in Africa. . . . Source: Lord Lugard, *The Dual Mandate in British Tropical Africa*, Archon Books, 1965

Connection with the document:

Restate the main idea:

6 According to Lord Lugard, what were *two* ways the British helped Africa?

(1) _____

Score

(2) _____

Score

Document 7 Prediction

In his book *Indian Home Rule*, Gandhi asked the question, “Why do you want to drive away the English?” He replied with the following statement:

... “Because India has become impoverished by their Government. They take away our money from year to year. The most important posts are reserved for themselves. We are kept in a state of slavery. They behave insolently [insultingly] towards us and disregard our feelings. . . .” Source: Mohandas Gandhi, *Indian Home Rule*, Navajivan Publishing, 1938, reprinted in 1946 (adapted)

7 Based on this document, state *two* reasons Gandhi wanted to drive away the English.

(1) _____

Score

(2) _____

Score

Document 8 Prediction

... Socially, the ogre [monster] of racial segregation and discrimination makes it extremely difficult for the colonial to develop his personality to the full. Education is obtainable but limited to the privileged. Hospitals are not available to the great number of the people but only to a negligible [small] minority. Public services are lacking in many respects; there are not sufficient water supplies, surfaced roads, postal services and communications systems in most communities of Nigeria. The prisons are medieval, the penal [criminal] code is oppressive, and religious freedom is a pearl of great price. . . .
— Nnamdi Azikiwe, speech on British colonialism in Africa, 1947 Source: *ZIK: A Selection from the Speeches of Nnamdi Azikiwe*, Cambridge University Press, 1961

Connection to the document

Restate the main idea:

8 Based on this document, state *two* ways British colonialism harmed Africa.

(1) _____

Score

(2) _____

Score

Vocabulary Assignment: As you read the documents you are to choose 2 words that you do not know the meaning of. Write the word on the chart below. Write down 2 clues the context offers about what the

word means. Guess the meaning of the word. Then call me over to tell you what the word means. For homework you must use this word in 3 meaningful sentences OR 1 sentence with one picture that shows its meaning.

Word 1: _____

CLUE 1:	CLUE 2:
---------	---------



Your guess



What the word means:

Sentence 1

Sentence 2

Sentence 3

Word 2: _____

CLUE 1:	CLUE 2:
---------	---------



Your guess



What the word means:

Sentence 1

Sentence 2

Sentence 3

Name _____

Date _____

Houghton Mifflin English
Persuasion Map

HW 41: Complete this organizer
HW 42: Complete the essay

HW 43: Complete the vocabulary
assignment on the back

Write your goal in the first box. Write three reasons in the next boxes. List facts and examples in the branching boxes.

